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| Subject: ELA | **Teacher:** | | | **Grade Level: 4** | | **Date(s): October 3 – October 7; October 10** | | | |
| **Curriculum Area:** | | | | **I Can Statements & Learning Targets (I can……..):**   * I can identify author’s purpose. * I can identify at least 2 points the author is trying to make in the text. * I can read closely text using key reading strategies. * I can use details and examples when explaining what the text says. * I can make inferences from the text. | | | | | |
| **Content: NC ScoS**  **RL 4.1, RL 4.4, RI 4.8, RF 4.3, RFS 4.4a, W 4.3, W4.5, SL 4.1 a, SL 4.1d, L 4.2b**  **Week 6 Grammar Focus: Commas/Quotations** | | | | **Technology Standards & Resources:**  **4.SI.1.1; 4.SI.1.2; 4.TT.1.2; 4.TT.1.3**  **Great Examples of Formative Assessments to embed throughout:** [**http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html**](http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html) | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?)  Why is it necessary to refer to details and examples in a text when explaining what it means?  How do certain words and phrases impact the meaning of the text? How has language been affected by the influence of Greek mythology?  How does an author use reasons and evidence to support particular points in a text?  What was the author’s purpose in writing the text?  Did the author use evidence to support his or her thinking? | | | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.)  What is…? (Remembering)  Can you list three…? (Remembering)  What inference can you make…? (Analyzing)  What conclusions can you draw…? (Analyzing)  How will you rephrase this meaning…? (Understanding)  Which statements support…? (Understanding) | | | | | |
| **Vocabulary:**  Academic/Content  summarize, details, text, evidence, author point of view  \*see pacing guide for other vocabulary | | | | **Teacher Resources:**  Two Bad Ants by Chris Van Allsburg  Look Once, Look Again by David M. Schwartz  Informational Texts for independent practice  [www.readworks.org](http://www.readworks.org) | | | | | |
| **Monday**  **Subject Integration:** | **Whole Group**  Teach Author Point of View.  Use link to teach Author Point of View:  <http://www.studyzone.org/testprep/ela4/o/authorsviewpointl.cfm>  \*\*Make connections/review theme and inferencing. | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)**  **\*\*Guided Reading Focus for the Week: Making Connections, Identify Author’s Point of View, Review theme, Inferencing** | | | | **Independent Work**  Can use a short passage for students to practice summarizing, making inferences, and identifying theme (mix skill review).  Resource to use: Suggestion Readworks.org passage | |
| **Tuesday**  **Subject Integration:** | **Whole Group**  Lesson for Point of View: **Mythbusters**  [RIFourthGradeCommonCoreWorksheetsActivityandPoster.pdf](file:///C:\Users\angela.hilliard\Downloads\RIFourthGradeCommonCoreWorksheetsActivityandPoster.pdf) (This packet is downloaded for you.)  Use the animal mythbusters informational piece- frogs to model for students on how to use reasons and evidence to support particular points in a text. Use a document camera to pull and/or smartboard the text and graphic organizer to model in front of students. | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | | **Independent Work**  Have students use the other Mythbusters text- ostriches. Students can be paired to work on explaining how an author uses reasons and evidences to support particular points in a text. | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  Students will continue to focus on author’s point and giving reasons/evidence to support, but today’s activity will integrate inferencing. Teachers will model how to build knowledge through evidence. Use an informational text (great opportunity to integrate social studies standards) to complete the 3 column chart to better understand the content you’re reading. The chart is included in the Mythbusters packet attached at the end. | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | | **Independent Work**  Provide students with a variety of appropriate texts (nonfiction) to use graphic organizer that you used for modeling. Students will complete the graphic organizer. Write what they know about the topic. As students read, they will write facts that add to their background knowledge. Write how you thinking may have changed based on the new facts.  Formative Assessment: Use the Graphic Organizer | |
| **Thursday**  **Subject Integration:** | **Whole Group**  Integration of Social Studies. Chose an historical event/famous person text to read aloud to students. Teacher will model how to give their point of view of someone who witnessed the event of as the person from biography. | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | | **Independent Work**  Students will read about another famous person or another historical event you selected from whole group lesson or you can have students select from choices you given to them. Then students will create a diary entry from point of view of someone who witnessed the event or as the person from biography. Use evidence from the text to support a particular view or point. | |
| **Friday**  **Subject Integration:** | **Whole Group**  Common Weekly Assessment (CWA)  **Focus on RL 4.1, RL 4.4, RI 4.8** | | | **Small Group**  \*You can meet with small group(s) such as below level students or pull students to intervene with specific skill to improve, but will have to administer a CWA (Common Weekly Assessment). Students will be prescribed one Daily 5 tasks to complete. | | | | **Independent Work**  Daily 5 Celebrations! | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities:  **Suggestion:** [**http://www.carlisleschools.org/webpages/pluta/teacher.cfm?subpage=1265199**](http://www.carlisleschools.org/webpages/pluta/teacher.cfm?subpage=1265199)  **\*Can be adapted for groups.** | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |
| **Daily Five Activities for the Week** | **Read to Self**  Students record learning reflection in notebook. | **Read To Someone**  Question Stems with a buddy | | | **Listen to Reading**  Storylineonline.net | | **Word Work**  Choose a word work idea from below. | | **Work on Writing**  Choose a writing idea from below. |

**Daily 5 Ideas to fill in for activities above:**

**Word Work Ideas:**

* FCRR Vocabulary/Phonics Activities (need to be made ahead of time). Organize in numbered folders for easy student/teacher use.
* Bulletin Board Word Walls in Classrooms:
  + Divided into 3rds: Academic Words/Content Words/Spelling Words
  + Start with sight words for spelling at each level
  + Words are switched out according to lesson plans (i.e., weekly spelling, academic and content may last longer).
* Word Tile Sorts/Word Cubes (already have in most classes)
* Words Their Way Sorts/Activities: Have the book resources-need to copy and organize.
* I-Pad Word Activities
* Word Study Cards/Sheets
  + Graphic Organizer: Word/Definition/Synonym/Antonym/Sentence/Example/Non-example

**Read-to-Self Reading Response Ideas:**

* CROP-QVS-Taught at the beginning of the year
* Students choose a letter to write response to.
  + Can be written on something motivating like:
    - Leaves/trees
    - Fish/Ocean
    - Bubble gum/Machine
  + On main part: writing reminders: Grammar/Capitalization/Punctuation
  + Student adds to growing wall of items.
  + Require \_\_\_\_\_ per week or reading?

**Read to Someone Ideas:**

* Ring of question stems
* Check mark with questions stems for younger readers
* CROP-QVS Dice Activity

**Work on Writing Ideas:**

* Brainstorm with teachers
* Plays, Poetry, etc.
* Rich writing environment: paper, tools, pictures for inspiration, etc.
* Can be a teacher assignment from Writing Block to complete before choice of writing.
* Writing Dice….with prompts or questions to answer.